

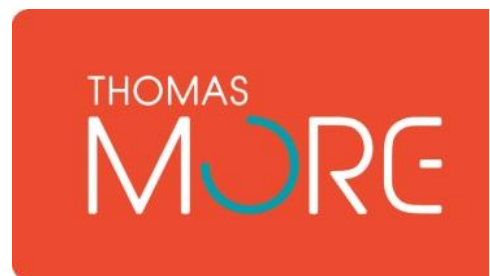


# Student's Guide

## Sustainable Wellbeing Intensive Programme

Madrid 2014

### Partners



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# 1. Introduction

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Welcome to the student's guide to the ERASMUS Intensive Programme of Sustainable Wellbeing (the "IP") at the Social Work Faculty of Complutense University, Madrid.

This manual is for students participating in the IP. It is designed to assist students before and during their international experience. The focus here is not on the content of social work and sustainability, but on interventions to enhance students' learning experiences. The guide contains everything needed to successfully launch the IP.

This manual will:

- Provide background information on the learning process
- Describe certain learning activities
- Describe expected learning outcomes
- Give practical information about the organization of the IP

An IP is a short-term study programme involving students and teaching staff from higher education institutions in different countries with the aims of:

- Promoting effective and multinational education on specialized topics that would not otherwise be taught anywhere at all, or at best in a limited number of institutions.
- Allowing students and teachers to work together in multinational groups and to benefit, therefore, from special teaching and learning conditions not normally available in a single institution, offering new perspectives on the topic studied.
- Allowing members of the teaching staff to exchange views on educational content and new curricular approaches, and test teaching methods in an international academic environment.

Our IP is entitled "Sustainable Wellbeing". This project aims to focus attention on social sustainability as a means to encourage responsible and active European citizenship. Social workers all over Europe play a fundamental part in this transition process towards a sustainable future, as agents of social change.

Three international organisations representing social work practice (IFSW, IASSW, ICSW), committed in their 2012 Global Agenda to (<http://cdn.ifsw.org/assets/globalagenda2012.pdf>):

- Promote standards in education and practice that facilitate sustainable social development outcomes;
- Encourage and facilitate research into the role of social work with relation to disasters and environmental challenges; and

- Promote the importance of sustainable, interdependent communities to achieve social development and wellbeing.

The main aim of this IP module is to analyze the contributions of social work as an agent of change to encourage social action, responsible citizenship and sustainable development. The IP will offer students and teachers the opportunity to participate in an English-speaking programme that is part of the European Policy statement of all partners in the network.

To deal with the challenges of the IP, you will be coached by a teacher who will assess your contribution and may grant you 3 ECTS points for your work.

There will be 63 students in total. Participants come from Helsinki in Finland, Vilnius in Lithuania, Prague in the Czech Republic, Ludwigsburg in Germany, Birmingham in the UK, Geel, Gent and Kortrijk in Belgium, and Madrid in Spain. This year the IP will be coordinated by the Faculty of Social Work of Complutense University in Madrid, Spain, and will also be hosted in this city.

So don't waste time and get in touch with the students in your work group! Read this guidebook carefully and in depth. Ask your home teacher to explain any queries and share your enthusiasm with all students at your department or faculty.

Enjoy this learning experience and see you in Madrid!

## 2. Learning process

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### 2.1 The objectives and innovative character of this IP

This IP is intended as a continuation of the experience and achievements of a previous IP entitled "SOS!, Social Work and Sustainability". However, this project aims to focus attention on social sustainability as a means to encourage responsible and active European citizenship. On 11 August 2011, the European Commission proposed that 2013 be designated "European Year of Citizens" to mark the 20th anniversary of the establishment of European Union Citizenship under the 1993 Maastricht Treaty. Active citizenship primarily means the involvement of citizens as participants in community life, fundamentally in terms of activity and decision-making. It is related to a vast range of topics such as education, culture, non-discrimination, inclusion of ethnic minorities, and, obviously, sustainable development. Social sustainability is understood as a combination of redistributive justice (access to education and resources, redistribution of wealth) and the satisfaction of human needs (identity, health, understanding).

Social work is one of the professions best equipped to lead the shift towards social sustainability. Historically, it has been grounded in universal principles of social justice and human rights. Achieving sustainability by applying social work methodologies is a new and innovative area. Meeting the needs of the present without depleting resources for future generations or infringing the operational principles of sustainable development (Herman Daly, 1990) ought to be developed as a third pillar for social work practice.

An ideal level for discussing the role of social work is the European one. We have therefore invited partners from abroad to share good practice and to achieve significant progress in this pioneering and socially relevant area.

The main aim of this IP is to analyze the contributions of social work as an agent of change to encourage social action, responsible citizenship and sustainable development. A Europe-wide debate on issues relating to the exercise of European citizens' rights and participation is necessary to achieve this aim. The IP will offer students and teachers the opportunity to participate in an English-speaking programme that is part of the European Policy statement of all partners in the network. It will also assist the development of multicultural communication and transnational thinking among social work students and teachers.

Partner institutions guarantee full academic recognition of the activities of the students for at least 3 ECTS credits.

The expected learning outcomes are:

- students become aware of how social work is shaped by the context of a country, are trained to integrate theory and practice, and acquire competencies in an innovative area of social work;
- teachers become involved in an international team of experts aiming at exploring and developing social work and sustainable development and receive access to up-to-date didactic material and course content from abroad; and
- social work and related programmes and departments improve their social work competencies and curricula on the basis of international experience and become prominent state-of-the-art institutions in their country in this area.

Integrating fieldwork organizations and multidisciplinary theories related to good practice, citizenship and sustainable development is unique in social work education. New teaching activities have been created to achieve the aforementioned competencies, for which reason the didactic approach of active learning in challenge-based multicultural workshops and hands-on learning (in close cooperation with the social work field of practice) combined with e-learning has been adopted.

## 2.2. Methodology

The IP is divided into two main parts. The first part, comprising the first six days of the programme, provides students with extensive input via lectures and field visits. The second part, filling the next four days of the programme, shifts the focus onto group work, dealing with the applications of the different dimensions of sustainable wellbeing. This group work will culminate in a presentation on the final day of the IP. There will be evaluation points at the end of each week.

Students undertaking the second, third and (in some cases, including Spain) fourth years of an undergraduate degree will be selected for the IP. They must be:

- able to communicate and to express themselves in understandable English;
- competent to give a presentation in an international setting;
- willing to participate in group work in an active and constructive manner;
- experienced with distance learning and e-learning platforms; and
- highly interested and motivated to develop competencies in the fields of sustainable development and sustainable social work.

There will be two assignments (homework) to be undertaken in the months prior to the commencement of the IP. Completed assignments must be posted on the group discussion board of the IP e-learning platform. Students will provide each other with feedback and prepare their collaboration and input well in advance of the IP.

Teachers will coach and supervise students from both the home group (students from their home institution) and the work group (students from all over Europe). This process will make use of the Complutense University moodle platform, where participants can find the documents and information needed to complete the tasks as well as relevant contact

information. The moodle platform is an online platform allowing virtual and e-learning, thus improving the learning process for students across Europe.

All students will receive a login for the moodle platform three months prior to the commencement of the IP. This e-learning platform will contain the student guidebook, didactic material (with handouts for teachers, agenda and reports of decisions taken at teacher meetings, documents and slides about the dimensions of sustainable development), a workspace for the work groups (including a group discussion board and space for student homework), and other information (evening activities, photo corner and staff information).

Participating students are awarded at least 3 ECTS credits using various evaluation criteria (ECTS points may be more than 3 depending on the extra assignments a university or college gives to their students). The first element is the value and quality of student output. This will be assessed by the teacher committee. The second element is the student's contribution to the work group. The group coach (teacher) will evaluate performance by means of continuous assessment. The final element assesses students' dissemination activities at their home institutions.

IP activities will also demonstrate the usefulness of active learning. We will foment a shift towards active learning in traditional teaching supported by the experience of previous IPs and the know-how contained within our partnership. On several occasions we have discussed the social work curriculum, which will enable institutions to achieve homogeneity in didactic quality.

### **2.3. Expected learning outcomes**

All partners plan to establish the IP results as a regular part of the relevant university course at their institution and to incorporate the new courses into their international teaching activities. The IP will provide vital support and an important incentive for opening up the participant universities to the possibility of European cooperation and the opportunity to study current EU issues as an independent subject. There is an excellent opportunity to revise all teaching content and structures and to enrich them with European cooperation opportunities and encourage competition as part of the Bologna approach.

Benefits will also arise from institutional relationships - a collaborative interconnected relationship among the participating universities will evolve into other various studies and research activities, including new projects, conferences, common publications, students and staff exchange, and research.

Student material (including homework, sustainable development in each country, fieldwork organization approach) will be collected in four books, offering an overview of practices, research and theory in a variety of European countries.



|   | <b>Title</b>  | <b>Type of outcome</b>  | <b>Short description</b>   |
|---|---|---|--|
| 1 | <b>Student guidebook</b>                              | Guidance material for new approaches and methodologies                  | Offers students an introduction to the IP, explains rationale and aims, required competencies for students, didactical approach and content with respect to sustainable development  |
| 2 | <b>Tutor Guide</b>                                    | Instruction manual  | Establishes guidelines for teachers with respect to pedagogical and didactical approaches in the IP. Explains how to integrate theory on sustainable development and practice in fieldwork organizations   |
| 3 | <b>Social Work and sustainable wellbeing textbook</b> | Transnational knowledge sharing about countries participating in the IP | Textbook encompassing all materials collected during the project through assignment 1 and articles by participant lecturers and experts. Will offer a theoretical background on sustainable wellbeing and social work supplied by participating countries  |
| 4 | <b>Best practices in sustainable wellbeing</b>        | Exchange of ideas and best practice                                     | Textbook encompassing materials collected during the project through assignment 2, offering examples selected by students and teachers of good practices in the field of social work and sustainable wellbeing. Will also include information about the institutions and organizations visited during the IP |
| 5 | <b>Project website</b>                                | Learning resources  | Creation and maintenance of a website allowing users to follow project development, including creating a functional intranet and communication system  |

## 3. Before the start of the IP

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### 3.1 Preparatory meetings

We suggest three meetings (students and tutors together) to prepare for the IP. Thorough preparation will result in a better understanding of the entire IP and in a more powerful learning experience.

The main objective of the meetings will be to follow up the two preparatory assignments. The objectives of these assignments are:

- connection with other students from the same country attending the IP;
- familiarization with the approach of the IP;
- presentation of the home country;
- learning to talk comparatively about social work and sustainable wellbeing in the home country; and
- selecting examples of good practices in the home country which will be presented to the other IP participants.

You need to think about the organisation of social work in your own country, because during the IP you will have to explain your system to colleagues of different nationalities with no prior knowledge of that system.

#### 3.1.1 First meeting

- **Date:** before December 1

- **Time:** 90 minutes

- **Objectives:**

- Getting to know each other
- Learning about the moodle platform
- Addressing queries regarding the manual
- Getting started on preparatory assignment 1 by means of a brainstorm. Show the templates and offer ideas and suggestions. It would be helpful for students and teachers to create a collaborative document incorporating all relevant information provided by each group
- Getting started on preparatory assignment 2 by means of a brainstorm. Show the templates, offer ideas and suggest examples of good practice

### 3.1.2 Second meeting

- **Date:** before January 15

- **Time:** 90 minutes

- **Objectives:** Check-up on preparatory assignment 1 and 2

- To prepare assignment 1: during first 45 minutes, information obtained by each student to be discussed by the group (if collaborative work document has been used, this may take less time). Take decisions about information to be included
- To prepare assignment 2: during the following 45 minutes, students explain different examples of good practices in sustainable wellbeing to their colleagues and the teacher. Then discuss and select a single example to be presented to the rest of the participants during the IP

### 3.1.3 Third meeting

- **Date:** before March 1

- **Time:** 90 minutes

- **Objectives:** Check-up on preparatory assignment 1 and 2

- To prepare assignment 1: for first 30 minutes, group work to finish the first document and complete a final review. This information is to be presented to the rest of the participants at the IP, so it is helpful if the group decide how will make this presentation and what form it will take
- To prepare assignment 2: during the following 60 minutes, students prepare the presentation of their good practice example. The rest of the students and teacher offer feedback to each student on their work. The idea is to have a training meeting on what students expect, to decide what information their colleagues need and the form it should take

## 3.2 Pre-assignments:

### 3.2.1. Pre-assignment 1: European aperitif

**Output:** Presentation of country to whole group

**Deadline:** Start of IP

On the second evening of the IP there will be a 'European aperitif', during which students will have the chance to learn about all the countries participating in the IP. Please ask students to bring something small and typical to eat or drink to offer to the other students. Maps, videos, posters, typical dresses, typical games: anything can be shown in this aperitif to give participants an overview of what one can expect to find in your country.

A fair will be set up to enable each national group to visit other countries' stalls.

### 3.2.2. Pre-assignment 2: Comparative view

**Output:** Comparative overview of social work and sustainable wellbeing

**Kind of task:** National group work

**Learning outcome:** Social work and sustainable wellbeing

**Deadline:** 15 March 2014. A draft of the final assignment should be sent via the moodle platform (there will be a link to attach the document), which will not be accessible for the rest of the participants until all the countries have presented one

**Instructions:**

One of the expected learning outcomes of this IP is the creation of a textbook collecting the information offered by each partner institution on the social work and sustainable wellbeing situation in their respective countries (social work and sustainable wellbeing textbook).

This comparative research will use a collaborative and learning-by-doing methodology. Due to the long distances between IP participants and in order to more efficiently research and systematize information, students and teachers must complete a template containing the following information:

- Student and teacher country of origin
- State of social work as a profession in country of origin
- Social work as a field of study in country of origin
- Useful information, at the discretion of teachers and students, on sustainable wellbeing related to social work practice or studies in country of origin
- Key topics:

- Bibliography references
- Curriculum plans and subjects
- Databases
- Web pages
- Art and sustainable wellbeing

We expect not only a description of the country, but also a **critical view** of aspects allowing a debate to develop on the state of social work and sustainable wellbeing from a comparative perspective.

| COUNTRY PROFILE   |   |                     |      |
|---|---|---------------------|------|
| Population  | Size (sq m)   | Bordering countries | Flag |
|   |   |                     |      |
| Map   |   |                     |      |
| Form of government  |   |                     |      |
| Social/administrative organization  |   |                     |      |
| Official religion and languages   |   |                     |      |
| SOCIAL WORK   |   |                     |      |
| Where is it studied?<br>(universities, schools, other)  |   |                     |      |
| How many institutions offer social work qualifications?   | In your country   | In your city        |      |
|   |   |                     |      |
| Curriculum plan   | Years or terms  |                     |      |
|   | Subject organization (nº of compulsory and elective credits, work placements, final thesis)   |                     |      |
|   | Website   |                     |      |
| Available postgraduate qualifications   |   |                     |      |
| Common fields of work (NGOs, private, public sector, other)   |   |                     |      |
| Historical approach to social work and social services (summarize milestones); 3 key milestones for the development of the profession |   |                     |      |
| Critical approach and analysis of social work as a profession (what it is)  |   |                     |      |
| Challenges and possibilities (what it should be)  |   |                     |      |
| SOCIAL WORK AND SUSTAINABILITY  |   |                     |      |
| Bibliography in your native language  | Compile a bibliography of literature in your native language regarding the link between social work and sustainable wellbeing or social sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing |                     |      |
| Bibliography in English   | Compile a bibliography of literature in English regarding the link between social work and sustainable wellbeing or social  |                     |      |

|                                 |  |
|---------------------------------|--|
|                                 | sustainability, and alternatively regarding good practice in the field of social work and sustainable wellbeing  |
| <b>Databases &amp; websites</b> | Indicate if you know of any databases or websites related to social work and sustainable wellbeing, social sustainability, good practice in the field of social work and sustainable wellbeing |
| <b>Art and sustainability</b>   | Choose a picture, film, song, sculpture, building, etc. that in your opinion is noteworthy due to its connection with this IP. If possible add a link, web, picture, summary, etc.             |
| <b>Other</b>                    | Any other matters that in your opinion may be of interest for the IP   |

The group will make a short presentation to the rest of the participants during the first week of the IP in order to provide a background of their country and the way social work and sustainable wellbeing is understood in their country.

Each institution will decide how to make this presentation, aiming to be innovative, interactive and interesting for the rest of the group: Prezi presentation, Powerpoint, video, among others.

The information each partner institution includes in the template will be included in the social work and sustainable wellbeing textbook.

### 3.2.3 Pre-assignment 3: Good practice

**Output:** Comparative overview of social work and sustainable wellbeing

**Type of task:** National group work then multinational group work

**Learning outcome:** Good practice in social work and sustainable wellbeing

**Deadline:** 15 March 2014. A draft of the final assignment must be sent via the moodle platform (there will be a link to attach the document), which will not be accessible for the rest of the participants until all the countries have presented one.

#### **Instructions:**

Each participant institution must fill out a template to share good practice knowhow. The template contains basic information regarding the chosen institution, organization, enterprise, or experience. This common template will make it easier for the whole group to identify the outstanding aspects of each experience and take a decision on the three most interesting ones.

| BASIC (ESSENTIAL) DATA   |   |      |
|--|---|------|
| Institution name   |   |      |
| Website  |   |      |
| Logo   |   |      |
| Location   | Country   | City |
|  |   |      |
| Name of the student making the proposal  |   |      |
| DESCRIPTION  |   |      |
| Type of organization:<br>company, association,<br>foundation, public<br>sector |   |      |
| Object of the activity:<br>different activities                                |   |      |
| Outstanding activity<br>(if applicable)  |   |      |
| Structure: technical<br>team, direction,<br>coordination                       |   |      |
| Tools and<br>methodology   |   |      |
| Challenges   |   |      |
| Videos/websites/links  |   |      |
| Observations (other)   |   |      |
| GOOD PRACTICE CRITERIA   |   |      |
| PERTINENCE: Does it<br>correspond to a real<br>need?                           | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Comments:</b> |      |
| EFFECTIVENESS:<br>benefits for<br>society/institution                          | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Comments:</b> |      |
| EFFICIENCY: results<br>and their costs<br>(profitability)                      | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Comments:</b> |      |
| ADHERENCE TO<br>INSTITUTION VALUES<br>AND ETHICS                               | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Comments:</b> |      |
| TEAM AND<br>MANAGEMENT<br>INVOLVEMENT:<br>developed by                         | <input type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Comments:</b> |      |



|   |   |
|---|---|
| employees and supported management by   |   |
| <b>IMPACT:</b> will it achieve change? Does it mean actions which lead to real results? | <input type="checkbox"/> <b>Yes</b><br><input type="checkbox"/> <b>No</b><br><b>Comments:</b> |
| <b>SUSTAINABILITY:</b> positive impacts of the project, guarantees for continuation     | <input type="checkbox"/> <b>Yes</b><br><input type="checkbox"/> <b>No</b><br><b>Comments:</b> |
| <b>INCLUSIVITY AND DIVERSITY:</b>   | <input type="checkbox"/> <b>Yes</b><br><input type="checkbox"/> <b>No</b><br><b>Comments:</b> |
| <b>INNOVATION AND CREATIVITY:</b> original contributions?                               | <input type="checkbox"/> <b>Yes</b><br><input type="checkbox"/> <b>No</b><br><b>Comments:</b> |
| <b>PUBLICITY:</b> Is it well known and publicized?                                      | <input type="checkbox"/> <b>Yes</b><br><input type="checkbox"/> <b>No</b><br><b>Comments:</b> |

You will work on a short presentation about the good practice experience selected. The **ten-minute** presentation will explain the reasons for the selection. All students must prepare this presentation in their working groups, to be presented to the rest of the participants during the IP. You should select an attractive experience related to social work and sustainable wellbeing, because the working group will have to choose the two most interesting experiences to be presented to the whole group, students and teachers, and a panel of invited experts.

## 4. During the IP

---

### 4.1. Country profile: Social Work and Sustainable Wellbeing presentation

Using the information collected in the template for pre-assignment 1, you must prepare a **half-hour** presentation for the rest of the participants about their country, the academic and professional situation of social work, and what is remarkable about sustainable wellbeing in your country.

The presentations will be made during the opening days of the IP in order to give participants a background of each country and the different ways in which social work and sustainable development are understood.

Each institution will decide how to make this presentation, aiming to be innovative, interactive and interesting for the rest of the group: Prezi presentation, Powerpoint, video, among others.

As three Belgian institutions are participating in this IP, we suggest that they prepare an international framework for the rest of the participants and prepare a detailed and coordinated presentation.

After the presentations, you will spend half an hour reflecting in your national groups and offer feedback on all the presentations. These reflections will be included in the book, so it would be useful for a student or teacher from each national group to record them. A space will be made available on the moodle platform for this purpose.

### 4.2. Working on topic groups: comparative example of best practice

During the IP, working groups made up of students from different countries will reflect on each country's best practice choices and try to choose the two experiences they find most interesting. At least two group exercises will be dedicated to students' best practice selections, with two more to decide upon the two examples to be presented during the final day of the IP.

- Group work meeting 1: Tutor presentation of the topic, student self-presentation. Reading list. Student presentation. 10-minute presentations. 10 minutes of feedback
- Group work meeting 2: Student presentation. 10-minute presentations. 10 minutes of feedback
- Group work meeting 3: Finishing student presentations if necessary. Selecting two examples of good practice
- Group work meetings 4 and 5: preparing the two best practice presentations

### **4.3. Best practice presentations**

The best practice presentations regarding sustainable wellbeing and social work will take place on the last day of the IP.

Each of the multinational groups will present their two examples of best practice to the rest of the participants. During this presentation they will explain to the teachers and the rest of the participants the two most interesting experiences (including whether all the students agreed or otherwise, the most important criteria for the best practices selected by the students, and other reasons that were important for the group) and also a final reflection concerning their learning during the IP. They will record this information in a document to be sent through the moodle platform (a space will be made available for this purpose) before the presentation.

After the presentation, the other students and teachers will offer feedback and the presenting group will answer any questions.

### **4.4. Personal reflection about the IP**

On the last day of the IP, the students and teachers will reflect on the IP learning process and experience. All students will fill out a satisfaction questionnaire and the teachers will work on the students' evaluation. We believe that it would be useful for future IP editions to receive personal feedback from all participants, focusing not on practical issues but on academic and learning process matters. These reflections should be sent using the moodle platform (a space will be made available for this purpose) and the questionnaire will be available from the final day of the IP for a period of fifteen days thereafter.

## 5. Content of the IP

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### 5.1. Field work organizations/field visits

#### 5.1.1. Instituto Complutense de Mediación/Complutense Mediation Institute

**Website:** <http://www.imedia-ucm.es/>

**Description:**

The Complutense Institute for Mediation and Conflict Management is established as a Research Institute of Complutense University, Madrid. It is dedicated to study and research on the transformation and cooperative management of conflicts, with special reference to mediation.

It was created in 2007 with the aim of promoting a culture of peace and dialogue, and has since become a leader on matters of mediation and conflict management.

#### 5.1.2. Plataforma Democracia Real Ya!/ Real Democracy Now!

**Website:** <http://www.democraciarealya.es/>

**Description:**

*Democracia Real YA!* (“DRY”, Spanish for Real Democracy NOW!), also known as *Plataforma Democracia Real YA!* (Real Democracy NOW! Platform), is a grassroots citizens' organization that was started in March 2011 in Spain. It sparked the political movement of 15 May 2011 (15M), whose protests subsequently gained worldwide attention.

DRY states in its manifesto that it is a broad social movement, dedicated to nonviolent protest, and that it maintains no affiliation with any political party or trade union. DRY considers the current political and economic system to be incapable of listening to and representing its citizens and therefore demands changes to the current social and economic policies that it maintains have pushed many people into unemployment, loss of their homes, and poverty. The organization denounces the way big businesses and banks dominate the political and economic sphere and aims to propose a series of solutions to these problems through grassroots participatory democracy and direct democracy, based on people's assemblies and consensus decision-making. The movement drew inspiration from the 2009

Icelandic financial crisis protests, the Arab Spring, the 2010–2011 Greek protests and the 2010-2011 revolutions in Tunisia.

The protest movement gained momentum on May 15 2011, with a camping occupation in Madrid's main square, the Puerta del Sol, spreading to squares in 57 other major and smaller cities in Spain and then to Spanish embassies all around the world.

In April 2012 some of the founders of the movement, following an Extraordinary General Meeting of the Platform held in Leganés, announced a split. They created an organizational structure and rules as a partnership, taking the same name, *Asociación Democracia Real Ya!* (DRY Association), and rejected by the rest of the members of the movement. Thus, there are two currently active groups: the DRY Platform, on one hand, and the DRY Association, on the other.

### 5.1.3. Plataforma de Afectados por la Hipoteca (PAH)/Platform of Citizens Affected by Mortgages

**Website:** <http://afectadosporlahipotecamadrid.net>

**Description:**

This is a Spanish grassroots organization that campaigns for the right to a home. The PAH, composed of people affected by the subprime mortgage and subsequent economic crises, is a social movement fighting for decent housing. It emerged in Barcelona in February 2009 and has spread across the whole of Spain. Arising in response to the real estate crisis of 2008 that triggered the bursting of the Spanish housing bubble the PAH became a strong part of later movements contesting austerity politics in the context of the sovereign debt crisis. In this regard, the PAH also came to constitute a part of the 15M movement (see above).

The PAH brings together people struggling or failing to meet mortgage repayments or facing eviction due to failures to pay and people who feel solidarity with this problem. It defines itself as 'a group of people, unaffiliated with any party, who recognize that [...] the current legal framework is designed to guarantee that banks cash in on debt, while at the same time the law gives no protection to the people with mortgages who are unable to cover their payments due to reasons such as unemployment or rising fees/interest'. It is a horizontal, nonviolent and assembly-based movement unaffiliated with political parties.

The PAH meets in assemblies that go through the different cases of people affected by the mortgage crisis and related law, offering advice and mutual aid in order to give both practical and emotional support.

In January 2013, the PAH was awarded the Spanish national prize for human rights.

#### 5.1.4. Wayra (Telefónica)

**Website:** <http://wayra.org/en/whats-wayra>

**Description:**

Wayra is a Telefónica initiative whose main aim is to promote innovation and identify talent in Latin America and Europe in the fields of Internet and new Information and Communication Technologies (ICT). Its global project acceleration model helps entrepreneurs develop, providing them with technological tools, qualified mentors, a cutting edge workspace and the financing required to speed their growth.

Already present in 12 countries (Argentina, Brazil, Chile, Colombia, Germany, Ireland, Mexico, Spain, the United Kingdom, Peru, Czech Republic and Venezuela), Wayra's calls for projects have received more than 20,000 applications from new digital businesses, making it one of the leading global platforms for identifying technological talent in the ICT world.

Its academies (located in Bogota, Mexico City, Buenos Aires, Lima, Madrid, Barcelona, Caracas, São Paulo, Santiago de Chile, Munich, London, Dublin, and Prague) currently host more than 295 startups.

#### 5.1.5. Fundación Telefonica

**Website:** <http://www.fundacion.telefonica.com/es/index.htm>

**Description:**

Since 1998, Fundación Telefónica has been channeling Grupo Telefónica's social and cultural initiatives in all countries where Telefónica maintains a presence. This is how the company interacts with society and contributes to building the future. Through an improvement of quality in education, Telefónica aims to contribute to innovation in education, implementing quality pedagogical models, promoting collaborative networking efforts, training teachers, and connecting teachers and students from different countries to foster the exchange of educational and intercultural values.

*Proniño* is the largest initiative by a private company to contribute to the eradication of child labour, a phenomenon that breaches the rights of children and adolescents in Latin America.

*Think Big* is Telefónica's way of helping young people in Europe to be better prepared for their professional and personal futures through developing entrepreneurial and specifically digital skills by "learning-by-doing".

Since 1998, one of the key aims of Fundación Telefónica has been to promote quality enhancement in education by blending ICTs into pedagogical models. The *Educared Portal* was developed as an intercultural learning network community and is an international leader in the analysis of educational innovation.

### 5.1.6. Samur Social

**Website:** <http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Samur-Social---Personas-sin-hogar/Samur-Social/Que-es-el-Samur-Social/Que-es-el-Samur-Social?vgnextfmt=detNavegacion&vgnextoid=f8ff64be7ba2a310VgnVCM1000000b205a0aRCRD&vgnnextchannel=ecb9f471d18b8310VgnVCM2000000c205a0aRCRD>

**Description:**

Samur Social is a municipal social service dealing with social emergencies. It is an integrated emergency services network serving the city of Madrid, operating 24 hours a day, 365 days a year. The service is accessed by calling the emergency number 112.

Samur Social lists among its objectives:

- Providing telephone information regarding social services;
- Participating in all social emergency situations: individual, family, and collective, whether occurring in public, in private dwellings or in any other place in the region;
- Participating in serious emergencies or disasters in coordination with other emergency response services (including fire, police and civil protection services);
- Dealing with social emergencies that the primary social care services cannot attend to; and
- Addressing homelessness on the streets of Madrid.

### 5.1.7. Observatorio de la Exclusión/Exclusion Observatory

**Website:** <http://observatorioinclusion.wordpress.com/oeism/>

**Description:**

The Observatory of Social Exclusion and Inclusion Processes in the Community of Madrid ("OEISM") encourages the participation of entities, social enterprises and individuals in the process of promoting inclusion.

The needs to continuously monitor the response OEISM offers and to implement new effective action for inclusion have led OEISM to create a tool for research, reflection and meeting professionals, organizations and institutions working in the field of social intervention. Its aim is to promote the exchange of information, knowledge and methodological proposals that can contribute to the improvement of work processes regarding people in or at risk of situations of exclusion.

General aims and action guidelines

- Analyzing the reality of social exclusion in the Community of Madrid and social policies relating to people in social disadvantaged situations.
- Designing good practice indicators and identifying best practices to combat social exclusion.
- Collecting information about local development processes affecting socially excluded groups.
- Studying networking experiences about exclusion processes.
- Designing and developing a system for qualitative study of pathways to integration.
- Policy research and implementation of social and market experiences in different autonomous communities and developing responsible procurement proposals in the Community of Madrid.

#### 5.1.8. Centro de Apoyo a las Familias del Ayuntamiento de Madrid (CAF)/Family Support Centre of the City of Madrid

**Website:** [http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Menores-y-Familia/Centros-de-Apoyo-a-las-Familias-\(-CAF-\)?vgnextfmt=default&vgnextoid=5186002139924210VgnVCM2000000c205a0aRCRD&vgnextchannel=aa56df2c54872210VgnVCM2000000c205a0aRCRD&idioma=es&idiomaPrevio=es&rmColeccion=dce0334ce6424210VgnVCM1000000b205a0aRCRD](http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Servicios-Sociales/Menores-y-Familia/Centros-de-Apoyo-a-las-Familias-(-CAF-)?vgnextfmt=default&vgnextoid=5186002139924210VgnVCM2000000c205a0aRCRD&vgnextchannel=aa56df2c54872210VgnVCM2000000c205a0aRCRD&idioma=es&idiomaPrevio=es&rmColeccion=dce0334ce6424210VgnVCM1000000b205a0aRCRD)

##### **Description:**

The CAF is a municipal service offering all family members information, guidance and advice to find solutions to problems that arise in their daily lives.

Aims are to improve partner dialogue and communication, assist in preparation for and care of children, set rules and limits in difficult domestic situations, and assist in separation and divorce, care of the elderly, coping with the loss of a loved one and grieving, living with teenagers and other situations affecting the welfare of the family and its members.

Centres offer professional support through personalized, confidential and free-of-charge services. Their interdisciplinary teams are composed of psychologists, lawyers and social workers, all of whom are trained in family mediation and experienced in working with families. Centres offer counseling and support services to families to prevent and respond to specific problems or crises affecting any or all of the family members.



### 5.1.9. Punto de Encuentro Familiar (PEF) del Ayuntamiento de Madrid/Family Meeting Point

**Website:** <http://www.madrid.es/portales/munimadrid/es/Inicio/Ayuntamiento/Medios-de-Comunicacion/Notas-de-prensa/Dos-millones-para-los-Puntos-de-Encuentro-Familiar?vgnextfmt=default&vgnextoid=0f951b19f4b31410VgnVCM2000000c205a0aRCRD&vgnnextchannel=6091317d3d2a7010VgnVCM100000dc0ca8c0RCRD>

**Description:**

A PEF is a municipal service for families with children in situations of relationship breakdown.

This specialized service is free and intended to promote the rights of children to interact with their families in those situations where the relationship is interrupted or involving difficulties. Interdisciplinary teams feature psychologists, lawyers, social workers and other professionals working in the field of social intervention.

The main intervention is to support the family by guaranteeing a safe space in which to carry out the contact (or visit), ordered by a judge or social services, between a child and family member(s) (parent, grandparent, sibling, or other). PEFs are part of the integrated network of resources and municipal programmes aimed at the family and children.

### 5.1.10. Fundación Secretariado Gitano (FSG)/Roma Foundation

**Website:** [http://www.gitanos.org/quienes\\_somos/index.php](http://www.gitanos.org/quienes_somos/index.php)

**Description:** The mission of the FSG is the promotion of the Roma community on the basis of respect and support for their cultural identity.

The FSG promotes the access of the Roma community to rights, services, goods and social resources on an equal footing with the rest of the citizenry. To this end, the FSG carries out all kinds of actions that contribute to achieving the full citizenship of Roma, involving improving living conditions, promoting equal treatment and preventing any form of discrimination, while promoting the recognition of the cultural identity of the Roma community. The diversity of Spanish society renders interculturalism increasingly relevant, and the FSG seeks to emphasize the intercultural character of its organization, both as its own hallmark and as a proposal for society as a whole.

The FSG advocates an intercultural society where Roma persons may freely and fully exercise their citizenship and contribute to the enrichment of universal culture. Therefore, the values that guide its actions are: human dignity, justice, solidarity, and interculturalism.

In 2009, the FSG released its Strategic Plan for 2009-2013, reflecting the decision to adopt a working approach aimed at achieving real equality of rights and opportunities and eliminating all forms of discrimination. Its objectives are outlined below:

1. Concentrate activity around projects and services with considerable impact for equal opportunities and offering the possibility of achieving significant results by 2013, especially in the areas of employment, education and housing.
2. Enhance the role of the FSG in the defence of rights and in promoting the equal treatment of the Roma community.
3. Strengthen the FSG as a benchmark organization in terms of its capacity to be recognized as a responsible interlocutor in the design of equality and inclusion policies at the local, regional and state levels.
4. Strengthen the international actions of the FSG and consolidate its status as a major player at the European level.
5. Fortify the regional and local integration of the FSG in the territories in which it already has a presence, while maintaining a coherent focus at the national level.
6. Broaden the social base and influence of the FSG.
7. Increase the weight of the promotion of Roma culture in all FSG activities.
8. Extend the scope of the FSG's work to other minorities and groups in situations of disadvantage in order to achieve an impact in culturally diverse environments, and to gradually convert such work into a comprehensive intervention model that characterizes the FSG organization.
9. Develop intercultural teams of professionals with a high level of satisfaction and competence, who demonstrate commitment to and alignment with the mission and values of the FSG.
10. Maintain and enhance the quality of services and programmes to make them more responsive to the needs of the persons to whom they are addressed and to achieve a greater impact on their living conditions.
11. Consolidate the FSG as an economically viable and efficient organization, endowed with more diverse and stable sources of financing.

#### **5.1.11. Metro de Madrid/Madrid Metro (subway)**

**Website:** <http://www.metromadrid.es/en/index.html>

**Description:**

The Madrid Metro makes it possible for around two million people to make their daily journeys in the most comfortable, quickest and safest way possible using a network which currently covers 293 kilometres and has 300 stations.

Metro de Madrid believes that business activity entails an impact on people, on the economy and on the environment. It regards Corporate Social Responsibility (CSR) as a

business tool for contributing to global sustainability, i.e. for contributing to the balance that must exist between economic, social and environmental aspects so as to endure in time.

As a company committed to the environment, Metro de Madrid has an Environment Management System based on Standard UNE-EN ISO 14001, under which it advises, raises awareness and seeks efficient solutions for preventing, controlling and minimizing the environmental impacts stemming from our business activity, thereby contributing to the protection of the environment.

As a means of transport integrating and unifying the Community of Madrid, Metro de Madrid is also well aware that it is impossible to carry on its activities without taking the social environment into account. This is why, in conjunction with organizations, institutions and associations of key importance in the area, Metro de Madrid designs and implements projects aimed at improving the society in which it operates, paying special attention to the most under-privileged groups. In the course of 2011, Metro de Madrid carried out over 50 separate actions of a social nature.

## **5.2. Evaluation and assessments**

The assignments and two parts of the IP are detailed at section 2.2 (Methodology) of this Tutor Guide. Section 2.2 also contains guidance on the role of teachers, available ECTS credits (see below for additional information on assessment), and instructions for use of the UCM moodle platform.

18 teaching staff and 63 students are expected to attend the IP.

Participating students are awarded at least 3 ECTS credits using various evaluation criteria (ECTS points may be more than 3 depending on the extra assignments a university or college gives to their students). The first assessment element is the value and quality of student output. This will be assessed by the teacher committee. The second element is the student's contribution to the work group. The group coach (teacher) will evaluate performance by means of continuous assessment. The final element assesses students' dissemination activities at their home institutions.

Participation in all IP activities is compulsory. Students arriving late or failing to attend lectures or work group sessions will not receive ECTS credits. The IP is long, intensive and tiring, and it is your responsibility to ensure you are fit and enthusiastic throughout the course. If a student fails to participate actively, the work group teachers will work with the home teacher to determine the consequences in terms of evaluation.

You are expected to show a positive attitude and demonstrate engagement towards other participants. When a problem arises, it is your responsibility to openly express your concerns and to actively take part in resolving the situation.

As a general principle, the student passes when they participate in the IP as a regular student. By attending and actively cooperating in the work group they receive 3 or 4 ECTS credits. We assume students allowed to join the programme are committed. If a student fails to complete homework on time or does not participate in the work group, the group coach should bring this to the attention of the home teacher, with the two working together to determine measures to improve participation.

### **5.3. Daily programme**

You will find the daily programme and a document with all the details of the agenda on the UCM moodle platform.

## 6. Practical organization

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### 6.1. E-learning environment

The IP will involve use of the UCM moodle platform, where participants will find a seminar with the name Sustainable Wellbeing IP.

To access to this platform, go to <http://www.ucm.es//campusvirtual>.

Click on the link “acceso a mi campus virtual”. Choose a password and user name that you will receive before the beginning of the IP.

This seminar contains the student’s guide, bibliography and forums and chatrooms to allow contact with teachers and other IP participants. There are also links for uploading tasks and reflections about the work done during the IP.

It is important that all teachers and students fill out the registration form provided on the moodle platform in order to organize the hosting and meals for the whole group.

### 6.2. Accommodation and meals

All the **incoming students** will be hosted in the International Youth Hostel of Madrid. The address, contact details and travel information are as follows:

Calle (street) Mejia Lequerica 21

28004 Madrid

Tel: 0034 915 93 96 88

Email: [info@ajmadrid.es](mailto:info@ajmadrid.es)

Website: [www.ajmadrid.es](http://www.ajmadrid.es)

Metro stops: Tribunal/Bilbao/Alonso Martínez

Buses: lines 3, 21, 37, 40, 147 and 149

#### Services:

- Breakfast included
- Reception open 24 hours a day
- Optional towels (3 euro rent)
- Bedding included
- Optional laundry service (3 euro)
- Free wifi
- Tourist information available at reception

Some (but not all) lunches will be served at a restaurant close to the School of Labour Relations. Students are expected to pay for their dinner.

## 6.3. Travel to and in Madrid

### 6.3.1. How to reach the youth hostel

The youth hostel is 14km from Barajas airport. The journey can be made by metro and takes 30 minutes. The route is straightforward:

1. Take line 8 (pink) from the airport to Nuevos Ministerios.
2. Change train and take line 10 (blue) to Alonso Martínez or Plaza de España/Noviciado.

For more details please check <http://metromadrid.es>.

#### **The airport:**

Madrid-Barajas Airport has 4 terminals. T4 has two buildings (Terminal and Satellite T4S). There is an automatic tram (APM) linking the new terminal T4 and Satellite (T4S) Terminals. Terminals T1, T2 and T3 are interconnected by means of a moving walkway. There is also a free-of-charge bus linking all terminals.

#### **Metro:**

Line 8 stops at T2 and T4. Fare: single ticket + airport supplement = 6 euro (approx).

ATTENTION: The price of the ticket + supplement varies depending on the number of metro stops and the kind of ticket combination.

The metro is the best way to move around Madrid. You can get a map of the metro at any Metro station.

Opening hours: from 0600 to 0130 every day of the week, weekdays and holidays.

**Metrobus** tickets are valid for both Metro and Buses (1 trip = 1.5 euro). There are also 10-trip cards available (12.20 euro).

#### **Airport Express:**

This service runs 24 hours a day, every 15 minutes. It travels to the city centre. Stops are: T4 (arrivals), T2 (arrivals), T1 (arrivals), O'Donnell, Cibeles, Atocha-Renfe (train station). Travel time is about 40 minutes. The fare is 5 euro, payable in cash to the driver.

### 6.3.2. Travel during the IP

Madrid is a very big city and we will have to travel frequently in order to attend the field visits arranged for the IP. Doing so will take considerable time, and we consider the most time-effective approach to be travelling in small groups or alone. We therefore expect students and teachers to travel on their own to the field visits.

We will inform participants where the visits will take place, the in addition to the meeting time and place and a contact number in case participants get lost. To help during this transport process, the Spanish students (or Spanish students from other IPs) will be enlisted to guide their work group to the field visit. Those students will give the rest of the participants a way to contact them in case they have a problem. We will also have Spanish teachers who will assist in guiding the groups.

During the IP, you will need to take the metro or bus several times. With this in mind, we will offer you one or two 10-journey tickets, which should cover the necessary journeys to field visit sites. It is possible that some visits will take place in a more distant location where the 10-journey ticket is not valid. In that case, you will have to pay the difference to purchase a special ticket.

You must pay for any other metro or bus trip taken for reasons unrelated to the IP. You will receive a map of the metro and of the surrounding area in your folder containing useful information. The folder will be given to you on arrival.

### 6.4. Lectures and meetings

The lectures and meetings will take place in the School of Labour Relations of Complutense University. <http://www.ucm.es/erl>

This School is situated in Calle San Bernardo, a 10-minute walk from the youth hostel. Location: <http://www.ucm.es/erl/localizacion-y-contacto-1>

On at least one day during the IP, we will visit the Faculty of Social Work of Complutense University.

On 23 March, we will meet all students at the hall of the youth hostel at 1830, to welcome you, give you the folder with information about the IP, and check you have signed the registration list.

## 6.5. Don't forget to bring with you

- Laptop (if you have one)
- Towels (you can rent one at the youth hostel for 3 euro)
- Walking shoes
- Warm clothes. In Madrid, you never know – in March the weather may be warm or very cold. Check the weather forecast before travelling but whatever it says, bring warm clothes with you!
- Rain jacket
- Umbrella
- Money for lunch and dinner (a snack costs about 7 euro)
- ID card/passport
- International health insurance (green card)



## 7. IP Participants

### 7.1. Students

| Institution  | Country                      | Name       | Family Name           |
|--|------------------------------|------------|-----------------------|
| Protestant Theological Faculty                       | Prague,<br>Czech<br>Republic | Jana       | Georgievova           |
|  |                              | Petra      | Voracova              |
|  |                              | Františka  | Hejdukova             |
|  |                              | Tereza     | Rousova               |
|  |                              | Petra      | Bigasova              |
|  |                              | Jitka      | Spicanova             |
|  |                              | Sarka      | Vavrova               |
| Faculty of Social Policy, Mykolas Romeris University | Vilnius,<br>Lithuania        | Monika     | Ūselytė               |
|  |                              | Eglė       | Vaitaitytė            |
|  |                              | Laura      | Šimkutė               |
|  |                              | Ivona      | Bukovska              |
|  |                              | Skirmantė  | Steponauskaitė        |
|  |                              | Jolita     | Lapinskaitė           |
| Helsinki Metropolia<br>of Applied Sciences           | Helsinki,<br>Finland         | Samira     | Assad-Zadeh-Yassamani |
|  |                              | Josefiina  | Kuusikallio           |
|  |                              | Satu       | Punju                 |
|  |                              | Sirja-Mari | Taskinen              |
|  |                              | Nina       | Toija                 |
|  |                              | Elena      | Wahlsten              |
| Vives University                                     | Kortrijk,<br>Belgium         | Gilles     | Vanhaverbeke          |
|  |                              | Ali        | Rahimi                |
|  |                              | Jozefien   | Colman                |
|  |                              | Jessica    | Scofferi              |
|  |                              | Jana       | Joly                  |
|  |                              | Janne      | Gabriël               |
|  |                              | Delphine   | Van Maele             |
| Artevelde  | Gent,<br>Belgium             | Thomas     | Eeckman               |

|  |                         |                |               |
|--|-------------------------|----------------|---------------|
|  |                         | Klaas          | Decorte       |
|  |                         | Gemma          | Bruyneel      |
|  |                         | Maxim          | Feys          |
|  |                         | Lukas          | De Block      |
|  |                         | Jozefien       | Wynants       |
|  |                         | Charlotte      | Opstal        |
| Thomas More University   | Geel,<br>Belgium        |                |               |
|  |                         | Margit         | Hannes        |
|  |                         | Charley        | Lever         |
|  |                         | Kaat           | Schillebeeckx |
|  |                         | Innelien       | De Ceuster    |
|  |                         | Lise           | Vermaercke    |
|  |                         | Koen           | Willems       |
| Protestant University of Applied Sciences, Evangelische Hochschule Ludwigsburg | Ludwigsburg,<br>Germany | Patricia       | Wieser        |
|  |                         | Valentini      | Thomas        |
|  |                         | Lea Anni       | Merz          |
|  |                         | Annalena       | Mosthaf       |
|  |                         | Natalia        | Stehle        |
|  |                         | Louisa Ajabu   | Brown         |
|  |                         | Selina         | Fischer       |
|  |                         | Theresa Andrea | Klüber        |
| Newman University  | Birmingham,<br>UK       | Kika           | Bubala        |
|  |                         | Anita          | Raju          |
|  |                         | Shannon        | Edwards       |
|  |                         | Kate           | Hibbert       |
|  |                         | Asma           | Zohra         |

|                                |                  |         |                    |
|--------------------------------|------------------|---------|--------------------|
| Facultad de Trabajo Social UCM | Madrid,<br>Spain | Marta   | Cervera Gómez      |
|                                |                  | Beatriz | Gil Rico           |
|                                |                  | Miryam  | Lorenzo Naranjo    |
|                                |                  | Alba    | Nuñez García       |
|                                |                  | Óscar   | Rodríguez Castro   |
|                                |                  | María   | Salamanca González |
|                                |                  | María   | Vizcarro Iglesias  |

## 7.2. Teachers

| Name      | Family Name     | Institution   |
|-----------|-----------------|---|
| Agata     | Katkoniene      | Faculty of Social Policy, Mykolas Romeris University            |
| Aleidis   | Devillé         | Thomas More, Geel, Belgium                                      |
| Andoni    | Alonso Puelles  | Faculty of Social Work, UCM, Madrid, Spain                      |
| Arto      | Salonen         | Helsinki Metropolia of Applied Sciences, Helsinki, Finland      |
| Birgit    | Groner          | Protestant University of Applied Sciences, Ludwigsburg, Germany |
| Christina | Rais            | Protestant University of Applied Sciences, Ludwigsburg, Germany |
| Christina | Hyland          | Newman University, Birmingham, UK                               |
| Frank     | Monsecour       | Artevelde Hogeshool, Gent, Belgium                              |
| Isabel    | Steverlynck     | Vives University, Kortrijk, Belgium                             |
| Jo        | Lefevere        | Artevelde Hogeshool, Gent, Belgium                              |
| Jolanta   | Pivoriene       | Faculty of Social Policy, Mykolas Romeris University            |
| Laura     | Palmer          | Newman University, Birmingham, UK                               |
| Lauri     | Narinem         | Helsinki Metropolia of Applied Sciences, Helsinki, Finland      |
| Marta     | Blanco Carrasco | Faculty of Social Work, UCM, Madrid, Spain                      |
| Michal    | Parizek         | Protestant Theological Faculty, Prague, Czech Republic          |
| Ondrej    | Fischer         | Protestant Theological Faculty, Prague, Czech Republic          |

## 7.3. Press Committee: Students from the Faculty of Information Sciences

**Teacher Coordinator:** Maria Luisa Sanchez Calero

**Students:**

| UCM Faculty                | Name                  | Family Name            |
|----------------------------|-----------------------|------------------------|
| Ciencias de la Información | Jaime                 | Álvarez Gallardo       |
| Ciencias de la Información | Victoria              | Carrazoni Quiralte     |
| Ciencias de la Información | Borja                 | de Jorge Cañaveras     |
| Ciencias de la Información | Ylenia                | Espinosa Torres        |
| Ciencias de la Información | Marina                | Gallardo Izquierdo     |
| Ciencias de la Información | Miguel Ángel          | Gavilanes García       |
| Ciencias de la Información | José M <sup>a</sup>   | Lirón de Robles García |
| Ciencias de la Información | Carlos                | Lisbona Frías          |
| Ciencias de la Información | Esperanza             | Martín Rodríguez       |
| Ciencias de la Información | Miren Beatrice        | Masides Alizo          |
| Ciencias de la Información | Javier                | Mateo Ballesta         |
| Ciencias de la Información | M <sup>a</sup> Teresa | Morate Cacho           |
| Ciencias de la Información | Felipe                | Pulido Esteban         |
| Ciencias de la Información | Antía                 | Rego García            |
| Ciencias de la Información | Emma                  | Vaquero Martín         |
| Ciencias de la Información | Eline Sophie          | Wubbolts               |

**7.4. Translation Committee: Students from the Faculty of Translation****Teacher Coordinators:**

| Name       | Family Name     |
|------------|-----------------|
| Jan Carlos | Alcalá Velasco  |
| Arsenio    | Andrades Moreno |
| James      | Flath           |
| Marta      | Guirao Ochoa    |
| Manuel     | Mata Pastor     |
| Cristina   | McLaren         |
| Juan       | Torres          |

**Students:**

| UCM Faculty     | Name           | Family Name            |
|-----------------|----------------|------------------------|
| C.E.S Felipe II | María          | Alcocer Bernal         |
| C.E.S Felipe II | Marina         | Bilbao Ganuza          |
| C.E.S Felipe II | Ángela         | Camúñez Moreno         |
| C.E.S Felipe II | María Gabriela | Cañizo Canto           |
| C.E.S Felipe II | Iván           | Conde Losa             |
| C.E.S Felipe II | Noemi          | de la Fuente Corredera |
| C.E.S Felipe II | Cristina       | de Vega Vecino         |
| C.E.S Felipe II | Adrián         | Díaz-Parreño Gozalo    |

|  |                |                     |
|--|----------------|---------------------|
| University Institute of Modern Languages and Translation, Faculty of Philology | Kate           | Fortin              |
| C.E.S Felipe II  | Cristina       | García Arribas      |
| C.E.S Felipe II  | Esperanza      | García Guijarro     |
| C.E.S Felipe II  | Maya           | García Pérez        |
| C.E.S Felipe II  | Alejandro      | Guidotti García     |
| C.E.S Felipe II  | Helena         | Martín Gourguechon  |
| C.E.S Felipe II  | Aitana         | Mendioroz Gallo     |
| C.E.S Felipe II  | Irene          | Menéndez de la Rosa |
| C.E.S Felipe II  | Luciana Cezara | Moisa               |
| C.E.S Felipe II  | Carlos         | Moreno Pérez        |
| C.E.S Felipe II  | Mónica         | Ortiz Navajo        |
| C.E.S Felipe II  | Lorena         | Rubiano Jiménez     |
| C.E.S Felipe II  | Raquel         | Seijo Fernández     |
| C.E.S Felipe II  | Helena         | Valdés Parra        |
| C.E.S Felipe II  | Miriam         | Varas Navas         |

## 7.5. History and Art Committee: Students from the Faculty of Geography and History

| Role          | UCM Faculty           | Name            | Family Name       |
|---------------|-----------------------|-----------------|-------------------|
| Coordinator   | Geography and History | Lourdes Cecilia | Da Silva Torres   |
| Coordinator   | Geography and History | Alberto         | Cordón            |
| Support Staff | Geography and History | Pedro           | Zaragoza O'Hanlon |

## 8. Contact Information

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The university college in charge of the organisation is the **Social Work Faculty at Complutense University of Madrid**.

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Madrid (Spain)

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People in charge of the organization of the IP:

|                       |  |                |
|-----------------------|--|----------------|
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| Sandra Bonilla        | <a href="mailto:socrates@pas.ucm.es">socrates@pas.ucm.es</a> | 0034 913942703 |
| Flor Martinez Yustas  | <a href="mailto:socrates@pas.ucm.es">socrates@pas.ucm.es</a> | 0034 913942703 |